Summer Literacy Unit for Elementary Students

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Abstract

This paper contains an instructional unit designed for teaching elementary students who struggle with reading comprehension. The literacy strategies that comprise the unit are grounded in the relevant research-based literature that is cited and referenced in the paper. Methods for instructional delivery are included as well as detailed lessons. Literacy strategy lessons were developed to connect fiction and non-fiction mentor texts with written responses. Discussion of multicultural literature is suggested as an engagement strategy to encourage voluntary summer reading. Student access to high-interest reading material as well as free-choice were major components affecting elementary students' reading development and growth during summer months.

Introduction

Building on the work of Allington and Gabriel (2012); Alexander, Entwilse and Olson (2007); and Serafini (2010), 20 literacy lessons comprising an instructional unit were created for implementation during a summer learning program. Elementary students need opportunities to choose what they read and access to books they can read accurately (Allington & Gabriel, 2012). They also need daily opportunities to write something personally meaningful. Allington and Gabriel also claim that all elementary students need to engage in daily conversations with their peers about reading and writing. This engagement is particularly important during summer months when school is not in session (Alexander, Entwisle, & Olson, 2007). Elementary students also need to listen to

a fluent adult read aloud every day in order to observe good reading behaviors (Allington & Gabriel, 2012).

Why do elementary students need summer school? Students can lose up to three months' academic growth each summer (Alexander et al., 2007; Allington et al., 2010; Borman, Bensen, & Overman, 2005; Malach, & Rutter, 2003; White, Kim, Kingston & Foster, 2013). Over time, an *achievement gap,* the discrepancy between high-achieving and low-achieving students, is created between students who engage in literacy activities during the summer and those who do not. Although some elementary students will voluntarily read on their own, many students do not have access to books when school is not in session (Nueman & Celano, 2001*).*

How can reading be considered a social activity? Talking and thinking about literature that affects their lives may also make literature more meaningful to the students. Conversations with classmates about books make reading more engaging and improve comprehension (Allington & Gabriel, 2012). Writing in *Reader Response Journals*, notebooks that allow readers to organize and write their reactions to what they have read, is a way for students to process what they are thinking while they are reading (Serafini, 2010). Students can talk about their responses to literature with a peers or an adult. (Serafini, 2010).

Rationale for Choosing Topic

The rationale for developing the Summer Literacy Unit comes from the observation that some students' standardized test scores are lower in the fall of the year than their scores had been the previous spring. Research-based literature was examined for the sake of creating the Summer Literacy Unit. Some school districts may not

currently use a formal curriculum for summer school. I wanted to put together literacy strategy lessons based on mentor texts that can be used as a Summer Literacy Unit. My narrower focus was helping elementary students find their purpose for reading. Some students find joy in reading. Others read to gain information about topics that interest them. Finally, elementary students may come to view reading and writing as social activities.

Typically when elementary students are in need of intensive intervention, they are drilled with flash cards and worksheets. They actually read fewer words than the more capable readers in their classrooms who are sent off to read independently while their teachers work with small groups of students (Allington & Gabriel, 2012). Allington and Gabriel (2012) posit that proficient readers end up reading thousands more words than the students who spend time with workbooks and flashcards. The achievement gap grows. Research suggests that students read and listen to fluent adult readers and write their reactions to literature (Allington & Gabriel, 2012; Nueman & Celano, 2001; Serafini, 2010).

Purpose of Summer Literacy Unit

The purpose of developing the Summer Literacy Unit is to give students daily opportunities to read, write, talk about literature, and listen to a fluent adult reader. The goal is increased motivation for students to read voluntarily. Children can find reading to be a pleasurable and purposeful activity. Teachers can help connect children to text through the use of Reader Response Journals. Through those types of instruction, students come to know reading as more than a prescribed set of skills that they must

accomplish. Intensive, expert, short-term instruction aimed at accelerated growth may help close the achievement gap.

What literacy activities are most productive in developing proficient readers? Many teachers may wonder that as they prepare to teach a Summer Literacy Unit. Lessons grounded in quality literature encourage critical thinking. Student response journals provide a foundation for independent reading and writing.

How can teachers inspire voluntary summer reading? Access to books is critical. Involvement in a literacy community that talks about reading and writing is also vital to the development of independent readers. Children may be inspired to read and write voluntarily when they understand the purpose and pleasure of literacy activities.

Elementary teachers may benefit from this Summer Literacy Unit as an opportunity to further enhance reading behaviors during summer months. Students who engage in reading behaviors during the summer are less likely to experience decline in reading scores. More importantly, those students are likely to become life-long readers and writers. New in the year 2017, all elementary schools in Iowa will be required to provide an evidence-based summer reading program for third grade students who exhibit a substantial deficiency in reading, according to Early Literacy Implementation (Iowa Code Section 279.68).

Review of the Literature

The review of the research-based literature is structured around the main concepts inherent in the development of a Summer Literacy Unit. The first subsection of the review addresses research pertaining to elementary students losing academic growth over

the summer months, and the second subsection covers research-based approaches to reducing summer learning loss.

Elementary Students Losing Academic Growth During Summer

Children can lose up to three months' academic growth each summer (Alexander et al., 2007; Allington et al., 2010; Borman, Bensen, & Overman, 2005; Malach, & Rutter, 2003; White, Kim, Kingston & Foster, 2013). This is particularly troubling to educators because of the cumulative effect this summer learning loss has over the course of the first nine years of schooling (Alexander et al., 2007). Students have been found to grow at similar rates during the school year (Alexander et al., 2007; Allington et al., 2010), but a recent study (Alexander et al, 2007) determined that students from middle-income families scored 73.2 points above their less-advantaged peers. Roughly two-thirds (48.5 points) of that achievement gap can be attributed to what has become known as the summer learning effect (Jesson, McNaughton, & Kolose, 2014).

Summer learning effect and the achievement gap. What is SLE? There are a few possible explanations for *Summer Learning Effect*, or SLE. Some children may lose academic growth in the summer because they do not have access to literature during the summer. It may be that students do not have the skills to read independently. Another possible explanation for SLE is that students are not motivated to read voluntarily.

Allington and his colleagues (2010) argue that the single activity most consistently correlated to reading gains in the summer is reading. They argue that children need access to books in order to maintain achievement during the summer. Not all children have access to books during the summer, though. Children of low-socioeconomic status have a much higher risk for losing ground during summer than do

their middle-income peers (Neuman & Celano, 2001). A recent study (Alexander et al, 2007) followed 326 students from first grade through high school from the Baltimore area. Scores from the California Achievement Test (California Achievement Test, 1979) determined that students from middle-income families scored 73.2 points above their less-advantaged peers.

Neuman and Celano (2001) argue that the impact of setting and social structure must not be underestimated when considering children's literacy development. Long before children enter the school system, there are inequalities in print availability, modeling of adults reading, and access to books (Neuman & Celano, 2001).

A critical study by Neuman and Celano (2001) found that perceived deficits in individual children may instead be shortfalls in setting and environment. They looked at four neighborhoods in the same city in regard for their access to print. Access to print was operationally defined as the quality and selection of books available to buy, signage of businesses, and public areas where children might observe adults reading.

Neuman and Celano (2001) plotted on a map each place where books, magazines, and newspapers were sold. Since much regard is given to student choice of reading material, research assistants also counted the number of titles available to purchase in each neighborhood. They also observed patrons in local businesses where people might typically read (Neuman & Celano, 2001).

The findings revealed that children from middle class neighborhoods were fully immersed in text, whereas children would have to work hard to find print in low-income communities (Neuman & Celano, 2001). A child could choose from thousands of titles in middle-income neighborhoods. Only one title per 300 children was found for sale in the

low-income neighborhoods. In middle class neighborhoods, children might observe adults sitting and reading newspapers in public places. There was no reading material available in businesses in low-income neighborhoods (Neuman & Celano, 2001).

Social outlook toward literacy shapes children's reading lives. Children who enter school at a disadvantage for print access are likely to be put into remedial programs that allow them less exposure to text than their more skilled peers receive (Neuman & Celano, 2001).

A second possible explanation for SLE is that children do not have skills to read independently. All newly-acquired skills must be practiced or they may be lost (Malach & Rutter, 2003). Students who learn decoding skills or phonological processing near the end of the school year may not have enough time to practice their new skills before school closes for the summer. Without practice, early readers lose ground during these summer months (Malach & Rutter, 2003).

Most students learn at even rates during the school year, but what happens or does not happen during the summer creates an achievement gap. Many authors refer to the faucet theory of education (Alexander et al., 2007; Allington et al., 2010; Borman et al., 2005; Entwisle, Alexander & Olson, 2001; Malach & Rutter, 2003; White et al., 2013). During the school year, a faucet is metaphorically turned on, dispensing knowledge and providing motivation to all students. During summer months, the faucet is turned off for students who do not have access to books and cultural events, someone with whom to discuss books, or someone with whom to speak English. Jesson et al. (2014) claim that every four books read over the summer is equal to one month of achievement gain.

A third important theory explaining the dichotomy of those who read and those who do not is the reciprocal relationship theory. In this theory, the volume of reading and library use lead to reading proficiency (McGill-Franzen, Lanford, & Adams, 2002). Children who are skilled at reading read in larger volume than less skilled readers do. They possess faster phonological processing for letter-sound application and self-testing that provide them with growth in vocabulary and comprehension (McGill-Franzen et al., 2002; White et al., 2013). Skilled readers gain enjoyment from reading; therefore they like to do it more than non-skilled readers do (White et al., 2013). This is another example of how the achievement gap widens in our educational system (Jesson, McNaughton & Kolose, 2014).

Reducing Summer Learning Loss

Summer reading programs. What has been tried to reduce Summer Learning Effect? There is evidence to support the idea that voluntary summer reading can reduce SLE (Allington et al., 2010). Books chosen based on students' ability and interests can further improve the success of voluntary summer reading (White et al., 2013).

Allington (2010) and his colleagues studied 852 students from 17 high-poverty schools over three years. Participants in the study had just finished first grade at the beginning of this study. Since self-selection of books is considered to be an important factor in voluntary summer reading, students were allowed to choose 12 books from book fairs at the beginning of each of three summers. The control group did not receive any books over the summer months (Allington et al., 2010).

Data were collected from the Florida Comprehensive Achievement Test (Florida Department of Education, 1998), which has demonstrated reliability. There was a

statistically significant difference in the test scores of the treatment group over the control group. The effect size of the students who received free- and reduced lunches indicates that book distribution had the greatest effect on the children from the lowest income demographic (Allington et al., 2010).

In another study called READS, students from 19 moderate (45-74% Free- and Reduced-Price Lunch, or FRL) and high-poverty schools (75-100% FRL) in North Carolina were randomly assigned to treatment and control groups (White et al., 2013). One treatment group received lessons in the spring with fluency practice and a multiple-strategy reading routine. Another treatment group received lessons on a prediction routine, but no fluency practice. During the summer, students received ten books that were selected for them through the use of a computer algorithm that matched their interests and reading level. In a previous study, 67% of students chose books that were too difficult for them to read, possibly accounting for the lack of treatment effect. This study considered the idea that poor readers may need guidance in selecting appropriate books. This study also found that the treatment effect of teaching multiple strategies with fluency or a content-based prediction strategy were the same (White et al., 2013).

Other studies have taken language into account. Kim and Guryan (2010) studied 400 fourth graders from a California school district where 90% of students were from Latino background and qualified for FRL. Spanish was the primary language spoken in the home. One treatment group received ten self-selected books in the mail. Another group also received ten books in the mail, in addition to being invited to family literacy nights three times during the summer. There, they would watch videos of parents and children reading and responding to literature in English and/or in Spanish. Parents were

taught ways to respond to literature with their children. A control group did not receive the ten books until after the post-test was given. The post-test scores were taken from the Gates-McGinitie Reading Tests (W. MacGinitie, R. MacGinitie, Maria, Dreyer, & Hughes, 2000; Kim & Guryan, 2010). Sending the books in the mail and hosting family literacy nights did not have significant effect on reading comprehension and vocabulary scores. It is possible the books mailed to the students were not the right fit for them in either interest or reading level.

Kim and Guryan (2010) suggest that the effectiveness of sending books home depends on the match between reader ability and readability of the text. Children must be able to decode the text in order to make reading gains. If the text is too hard, new vocabulary cannot be learned because not enough prior knowledge is retained in the working memory to integrate into the new information. The effectiveness of summer reading also depends on reading strategies, such as fluency and self-monitoring that are learned during the school year. Fluency is compromised when the text is too difficult, leading to comprehension break-down (Kim & Guryan, 2010).

Faced with fall benchmark reading scores that were up to 17 levels below spring scores, three teachers in Wisconsin decided to begin a program called Continued Connections (Malach & Rutter, 2003). They considered that reading skills were so newly developed during first grade that unless practiced, would be lost by the beginning of second grade. Using trade books that would have otherwise sat on a shelf all summer, these teachers converted a recreational vehicle into a classroom on wheels. They targeted five geographic locations in their school district, one for each day of the week. All students could check out books, but first grade students were targeted to receive tutoring

lessons. Teachers wanted to provide a setting that was easily accessible for parents and students.

The recreational vehicle filled with books was visited by 79 different students 576 times during the summer of 2002 (Malach & Rutter, 2003). Targeted first graders received 317 lessons. Parents granted permission for the teachers to administer Guided Reading Lessons (Fountas & Pinnell, 1996) to their children from mid-June to mid-August, reducing the summer set-back time to two weeks. Anecdotal records from classroom teachers were given to the three Continued Connections teachers so that they knew which skills to target in their lessons. The improvement rate was 76% of the students who received lessons improved or maintained their reading level upon entering second grade (Malach & Rutter, 2003).

Most summer reading programs have the goal of encouraging independent reading in a low-cost way that is not labor-intensive. Researchers agree that successful programs are ones that reduce SLE for disadvantaged students.

Allington and his colleagues (2010) found that distributing books to children during summer months away from school produced the greatest reading gains in children from low-socioeconomic status. Book distribution probably had the greatest effect on this population due to their otherwise limited access to books.

Researchers agree that students, especially those from low-income families, need easy access to and guidance in choosing books to read during the summer (Allington et al., 2010; Jesson et al., 2014; Kim & Guryan, 2010; McGill-Franzen et al., 2002) In addition, elementary students need opportunities to discuss the books with an adult (White et al., 2013).

Certain groundwork must be laid during the school year in order for independent reading to be effective during the summer. Jesson and his colleagues (2014) studied classrooms that appeared to be successful in reducing SLE. Parents of children whose classrooms had low incidence of SLE were asked to describe how their children's teachers helped them prepare for summer reading and learning (Jesson et al., 2014). The parents reported that they received specific information from teachers how to encourage and model reading behaviors at home. They were also taught how to access books from the library (Jesson et al., 2014).

Borman and colleagues (2005) profess the critical importance of summer school. Allington and colleagues (2010) say that students can avoid SLE by reading voraciously. Jesson and colleagues (2014) say students need to read four or five books per summer. Independent summer reading will be more effective if fluency and self-monitoring strategies are taught (Kim & Guryan, 2010). Kim and Guryan (2010) assert that students who read appropriately-challenging books benefit from improved decoding skills and the acquisition of a larger vocabulary. Kim and Guryan (2010) also insist that is it important for schools to help elementary students select books to take home during the summer that match their interests and skill levels. Students need to be involved in choosing the books they read over the summer (Allington et al., 2010; McGill-Franzen et al., 2002), but they need guidance so that they choose books with appropriate reading difficulty that matches their ability (Neuman & Celano, 2001; White et al., 2013; Zvoch & Stevens, 2012).

Jesson and his colleagues (2014) suggest that summer reading should not be seen as homework or remedial activity by teachers, students, or parents. They contend that summer reading needs to be considered recreational in nature. Texts must be engaging

and motivational. It is hard to engage students if summer school is seen as punitive (Entwisle et al., 2001). Students' metacognition should focus on enjoyment rather than achievement (Jesson et al., 2014). Teachers must be careful to avoid presenting summer learning as a time to catch up so that test scores improve. The ultimate goal is not a test, but rather the development of lifelong readers who consider reading enjoyable and relevant (Jesson & McNaughton, 2014).

Allington and Gabriel (2012) suggest that every child be engaged in six literacy activities every day. These activities include reading something they chose, reading something accurately, reading something they understand, writing something personally meaningful, talking with peers about reading and writing, and listening to a fluent adult read aloud. Entwisle and colleagues (2001) maintain that in order for summer programs to be effective, they must encourage children to have high expectations and be self-directed. They go on to say that teachers must encourage children to read for purpose and passion. They insist that engagement is the key to learning, especially for students at risk for SLE (Entwisle, et al., 2001).

Lyskaer (2011) advocates the importance of modeling what a good reader is thinking during reading. He calls this a Think-Aloud (Lyskaer, 2011). Retelling the main events of a fictional or non-fiction story is one effective comprehension strategy (Serafini, 2010). Students can respond to literature through Reader Response journals (Serafini, 2010). Serafini claims that response journals allow students to summarize and then give their interpretations of what they read. Serafini also said that retellings can be used to ensure that students are reading accurately and comprehending what was read.

Connecting and reflecting on text are ways readers show they comprehend (Serafini, 2010).

Nueman and Celano (2001) claim that children need access to books during the summer. During a summer, students need to read at least four or five books (Jessen, 2014) that they select with the guidance of teachers or parents (Kim & Guryan, 2010). One way to encourage comprehension is to read aloud quality *multicultural children's literature*, literature written by and about diverse populations of gender, socio-economic status, race, sexuality, and age (Cai, 2002). Cai emphasizes that multicultural children's literature can be used to disrupt the norm and challenge assumptions about how the world works. Teaching with multicultural children's literature allows students to celebrate diversity and to see that groups of people are a lot more alike than they are different (Harris, 1999). Vasquez, Tate, & Harste (2013) maintain that when children use literacy with passion and purpose, they learn about multiple perspectives. When children read for their own purpose, they are engaged. Students understand that reading is an activity that allows them to begin to understand the world. They learn to understand who wrote the words and why (Vasquez et al., 2013).

Methodology

The methodology section of this research-grounded paper describes how to implement lessons during a Summer Literacy Unit to further enhance learning for elementary students. The subsections are literacy strategy lesson designs, setting, and procedures. These literacy strategy lesson plans were written to reflect researched practices in literacy instruction. The lessons can be taught to foster reading behaviors in students during summer.

For the sake of the students, literacy strategy lessons were created to increase motivation to read voluntarily. This Summer Literacy Unit compiles books and lessons that can be used as small group intervention for elementary students who are in need of further reading development. The Summer Literacy Unit focuses on developing effective readers who read voluntarily because they make connections and see reading as a social activity. The literacy strategy lessons make use of Reader Response Journals (Serafini, 2010) and multicultural literature to inspire critical thinking. When students have the opportunity to talk and think about literature that affects their lives, it is meaningful to them.

Students benefit when teachers model their own thinking. Explicitly teaching through Think-Alouds (Lysaker, 2011) and self-questioning strategies help students develop understanding of what they read. Some ways that students talk to peers about their reading and writing include discussions (Lysaker, 2011; Kohn, 2010), *Fish Bowl discussions*, a management tool for classroom discussion where only some of the students are allowed to talk while the others listen (Facing History and Ourselves, 2015), and Turn and Talk (Stanulis, R., 2013). Students will write about something that is meaningful to them in Reader Response Journals (Rosenblatt, 1994; Serafini, 2010). They will also use graphic organizers such as Venn diagrams (Venn, 1880) to organize their reactions. Students will listen to a fluent adult read aloud. A climate will be created to sustain human inclination to connect and make sense of the world.

This section also provides specific procedures for setting up a Summer Literacy

Unit. It includes many aspects of planning for instruction and needed materials. Guidelines for enrollment and staff are suggested. Considerations for transportation, lunches, and building space are noted.

Summer Literacy Unit

The Summer Literacy Unit is comprised of literacy lessons designed around the literacy experiences Allington and Gabriele (2012) advocate that every child should experience every day. These literacy experiences include reading fluently and accurately, writing meaningfully, speaking with peers, and listening to an adult fluent reader. Each lesson begins with a suggestion for a *mentor text*, a book or article read aloud by the teacher for the purpose of modeling a comprehension strategy. These texts include pieces of non-fiction, poetry, traditional literature, and multicultural picture books. Engaging text and pictures encourage students' critical thinking.

One goal of reading instruction is comprehension (Allington & Gabriel, 2012). Another goal of this unit is to instill the love of reading as the fulfillment of the quest for knowledge, as documented as Readers' Response (Rosenblatt, 1994). The literacy strategy lessons in this unit nourish students' literacy development by feeding them a steady diet of quality literature. Each lesson includes a suggested text for teachers to read aloud. This gives teachers opportunities to model fluent reading. Teachers may also model their thinking by stopping occasionally to share their reactions to the text. Each lesson also includes an opportunity for students to reflect and respond in writing. Writing allows students another chance to process what they have read (Serafini, 2010). Finally, students will talk with peers about reading and writing. These conversations allow

students to share their own reactions to the text (Kohn, 2010). Each lesson contains components of reading, writing, speaking, and listening.

Students will read text at grade level and at their instructional level (Allington & Gabriel, 2012). Students will be encouraged to choose books that they can read accurately and fluently (Livingston, & Kurkjian, 2006). Readers who struggle with comprehension may need guidance in selecting appropriate books (White et al., 2013). The effectiveness of this unit is dependent on finding appropriate books for every reader (Kim & Guryan, 2010). Book lists are included with the unit to offer examples of independent reading material appropriate for elementary school children.

Setting

The optimum setting for this unit to be implemented is a classroom. The population that would best be served are elementary students. The goal of the unit is to enhance reading behaviors. This unit is meant to be implemented during a 4-5 week summer school session. Optimally there would be one teacher with background in literacy education for every 8 students. Classroom equipment needed includes a white board or a Smartboard, picture books as listed in Appendix B, notebooks, and pencils. The literacy strategy lessons can be best executed at one table large enough to accommodate the eight elementary students. Alternately, a large carpeted area or low stools create an appropriate setting for small group lesson implementation. Ideally, the teacher will sit on a low stool to be eye-level with the students. This arrangement will create an environment conducive to student discussion and interaction.

This Summer Literacy Unit has been created for children who are assessed as exhibiting a substantial deficiency in reading. As identified in Iowa's Early Literacy

Implementation (Iowa Department of Education, 2014), third grade students who are considered to be substantially deficient will be required to attend summer school, unless another exemption applies. There may be varied reasons for students to be identified as exhibiting a substantial deficiency in reading. These students may not be experiencing full and deep understanding of what they read (Shea, 2006). Some of them may not have developed decoding skills necessary for fluent reading. Others may not be building connections in their minds while they read. Some readers may not be employing metacognitive strategies that would help them monitor and fix up their reading. The unit goal will be to identify the most immediate needs of the readers and implement an appropriate intervention.

The goals, content, and context of this unit are in accordance with Iowa Department of Education Early Literacy Implementation (2014), which states that school districts in Iowa shall offer each summer, beginning the summer of 2017, an intensive summer literacy program for students assessed as exhibiting a substantial deficiency in reading. This unit can be implemented during summer months in elementary grades 2-4. It could also be used by other school districts seeking an intensive summer literacy program to fulfill the above-mentioned criteria.

Procedures

The first step in implementing Summer Literacy Unit is to identify children for participation. Iowa recognizes FAST (Iowa Department of Education, 2014) and A-Reading (Iowa Department of Education, 2014) as universal screening assessments. These are standardized tests that can help pinpoint students who may be struggling with reading fluency, accuracy, or comprehension.

When the enrollment of summer school is set, it may be necessary to gather additional data from classroom teachers, Iowa Assessments (Houghton Mifflin Harcourt), Measures of Academic Progress (NWEA), and other relevant assessments. Collaborate with Title I reading teachers who may have anecdotal records of a student's reading behaviors. Look for a good starting point specific to the student's immediate needs (Shea, 2006). If the existing data does not indicate a good starting point, additional diagnostic testing, such as a Running Record (Clay, 2013) or a Qualitative Reading Inventory (Leslie & Caldwell, 2011), may be used to determine the most immediate needs of each student. Organize small groups of five to eight elementary students with similar needs. Then to recruit teachers, one for every eight students who will attend summer school. The next step in implementing this unit is to gather books from book lists and other supplies. There needs to be an adequate supply of books from school or classroom libraries that students will be allowed to borrow to read at home.

When implementing this unit, several things can be done to improve the outcome. For the same geographic and socio-economic reasons that some elementary students do not have access to books in the summer, those same students may not have an easy time traveling to summer school (Neuman & Celano, 2001). Children of working-class parents and those who live a distance from school may not be able to get to summer school on their own. Providing transportation is critical to the success of the project. Within the school building, locations for a central meeting place and individual classrooms will be chosen after checking with custodians about the summer cleaning schedule. Another key to the success of a summer school program is providing free lunches through the federal hot lunch Summer Food Service Program (United States Department of Agriculture).

Accommodations for students with medical needs or physical challenges need to be made. Plans will be in place for substitute teachers in case of emergency.

The specific literacy strategy lessons that comprise the Summer Literacy Unit are detailed in the following Results section of this paper. For the sake of implementing research-based best practices, each instructional session of the unit is centered on every student will: read something they choose, read something accurately, read something they understand, talk with peers about their reading and writing, write about something that is meaningful to them, and listen to a fluent adult read aloud (Allington & Gabriel, 2012).

Results

The results section includes the literacy lessons created for a Summer Literacy Unit. The Summer Literacy Unit includes 20 lessons. At the suggestion of Allington and Gabriel (2012), I created lessons that allow every student daily opportunities to read something they choose, something they understand, and something they can read fluently. Elementary students also need daily opportunities to write about something personally meaningful, talk with peers about reading and writing, and listen to a fluent adult read aloud. Those six elements are present in each lesson.

My goal is for students to maintain the literacy skills over the summer that they developed during the school year. In this project, students will continually practice and hone their literacy skills as they read and write. Opportunities to read, write, speak, and listen are incorporated into each lesson. Each lesson includes a book or article to be read aloud by the teacher. The other activities may be done in any order. Daily lessons focus on five of the standards set by the National Council of Teachers of English (see Appendix A). Reflection sheets, poems, and non-fiction articles may also be found in the Appendix.

Non-fiction Literacy Lessons (1-10)

Lesson 1: Reading the world: Reading for purpose.

Objective	Students will read about a global issue or an issue affecting their community.
Materials	• Current news source appropriate for age of students, such as *Scholastic News or* Local newspapers (see Appendix C). • Student notebooks to be used as Reader Response Journals
Listening	Read aloud the first part of an article from the news source while students follow along with their student copies.
Speaking	Facilitate a discussion using questions such as: • Who wrote the text? • For what purpose was this text written? • How would it be different if someone else had written the text? • What experiences have you had that are helping you understand this text?
Writing	Students write their answers to these questions in a Reader Response Journal (see Appendix D). Essential questions: • What is the author saying?

	• How does this affect human lives? How does it make you feel?
Reading	Students read a second article about current issues that affect the local or global community

Lesson 2: Reading the world: Commenting on what was read.

Objective	Students will analyze and comment on what they read, comparing their ideas to those of their peers.
Materials	• *Scholastic News: Cell Phones in School* (see Appendix E)
Listening	Listen and build on others' ideas.
Speaking	**Fishbowl Discussion** In a fishbowl discussion, students arrange their chairs to form two concentric circles. The inner circle should contain enough chairs for approximately one-third to one-half of the students. The remaining chairs should be situated in the outer circle. Only the students seated in the inner circle may speak. If someone from the outer circle wants to contribute to the discussion, he or she must tap the shoulder of someone in the *fishbowl* who has already spoken. That person may then enter the inner circle and contribute to the discussion, and the other child goes to the outer circle to observe (see Appendix F).
Writing	Students write about their position on cell phones in school.

Reading	Students self-select another article in current or past issues of *Scholastic News*.

Lesson 3: Using graphic organizers to organize a world of information, part 1.

Objective	Students will use their prior knowledge to make connections to new text.
Materials	• *The Story of the Statue of Liberty* by Maestro, B. (1986).
Listening	Read aloud mentor text *The Story of the Statue of Liberty*.
Speaking	In a KWL chart, the teacher guides the class in creating a chart that lists what is known (K) and what students want to learn about a topic (W) before they read. After reading, the last column of the chart can be complete to list what students learned (L) about a topic (see Appendix G).
Writing	Students create their own KWL chart in their response journals. They should list the things they already know about the subject under the K column. In the second column,

What I Know (K)	What I Want to Know (W)	What I Learned (L)	

	students can write what questions they have about the subject. This will help them set a purpose for reading. Discuss as a class, allowing students to add to their graphic KWL charts. The third column should be completed after reading, when the students list the things they learned.
Reading	Help students choose another book that they can read accurately. They will use the KWL organizer to activate prior knowledge and respond after reading.

Lesson 4: Using graphic organizers to organize a world of information, part 2.

Objective	Students will use their prior knowledge to make connections to new text.
Materials	• *Hottest, Coldest, Highest, Deepest* by Jenkins, S. (2004).
Listening	Read aloud the mentor text, *Hottest, Coldest, Highest, Deepest.*
Speaking	Create a big class organizer on the board or chart paper to compile information.
Writing	Students create their own KWL chart in their response journals. They should list the things they already know about the subject under the K column. In the second column, students can write what questions they have about the subject. This will help them set a purpose for reading. Discuss as a class, allowing students to add to their graphic KWL charts. The third column should be completed after reading, when the students list the things they learned.
Reading	Help students choose another book that they can read accurately. They will use the KWL organizer to activate prior knowledge and respond after reading.

Lesson 5: Reading helps us make sense of the world.

Objective	Students will listen and respond to a text.
Materials	*The Remarkable True Story of Ivan, the Shopping Mall Gorilla* by Applegate, K. (2014).
Listening	Read aloud the mentor text *Ivan, the Remarkable True Story of the Shopping Mall Gorilla*. Watch the book trailer for the book. https://www.youtube.com/watch?v=lNtRPDXJkdA
Speaking	Facilitate a discussion with questions such as these: • How can people come together to change lives?
Writing	Write ways we could come together to change lives in our school community. Write letters, make brochures, or create posters to raise awareness of the issue (see Appendix H1).
Reading	Children can re-read the mentor text or choose from other texts with appropriate difficulty level.

Lesson 6: Reading the natural world with quotable quotes.

Objective	Students will practice comprehension strategies.
Materials	• *Neighborhood Sharks: Hunting with the Great Whites of California's Farallon Islands* by Roy, K. (2014). • 3 x 5 index cards containing non-fiction text from the book, enough for each student to have one card

Listening	Read aloud the mentor text *Neighborhood Sharks: Hunting with the Great Whites of California's Farallon Islands.* Read aloud the text on one of the cards. On the back, write down what you consider to be the most notable part of the text (see Appendix H2).
Writing	Students read the information on their cards and write down that part that they find to be interesting.
Speaking	One by one, students share their cards and discuss the quotes written on the backs of the cards. Students state the reason they think the quotes were chosen as the most significant.
Reading	Children self-select books to read. Appropriate books are ones that students have passion and/or purpose to read. They should be able to read the books fluently and with 99% accuracy. (see Appendix I for book list.)

Lesson 7: Reading about the outdoor world.

Objective	Students will read articles and make decisions based on text evidence.
Materials	• Article: *Meal & Grocery Planning/Budget* (see Appendix J1) • Article: *Camping Food* (see Appendix J2) • Article: *Is This "Camping" Food?* (see Appendix J3)

Listening	Students will learn about the challenges regarding heating and cooling food and meal preparation while camping. Have students read the article: *Camping Food* to gain a general understanding of planning simple meals. They can read in pairs or small groups
Reading	Have students read the article: *Meal and Grocery Planning/Budget* to learn about planning, purchasing, and preparing meals ahead of time to avoid grocery shopping while far from access to stores and restaurants. Students will also read about *walking tacos*, a common camping food. Again, students can read in small groups or pairs.
Speaking	Using their knowledge of camping food, class will evaluate four menus to decide if each meal is feasible to make while camping and provide justification why they think it is or is not. Meals for discussion might include hot dogs, spaghetti and meat balls, meat loaf and potatoes, or grilled chicken.
Writing	Students will begin designing their own personal meal plan for four people for one entire day including breakfast, lunch, and dinner. After they have completed their meal plan, they will choose ONE meal and create a shopping list that includes ingredients and quantity. Remind students that they are planning for four people, so they should double check their quantities to make sure they have enough food.

Lesson 8: Reading the world with close reading strategies.

Objective	Students will mark text to draw attention to unfamiliar words, new ideas, and topics they want to explore.
Materials	• *Scholastic News* or ReadWorks.org article (see Appendix K)
Listening	Model marking a text. Read aloud a text. Model for students by Circling unfamiliar or interesting words, underlining important information, and putting a *?* in front of things you do not understand. Marking the text: • Circle new words • ? - Things you still do not understand • Underline the most important information (see Appendix L).
Reading	Students practice marking text. • Circle new words • ? - things you still do not understand • underline the most important information
Writing	Students write their reactions to the books in their response journals.
Speaking	Students can talk about what they have written in their

	response journals with a partner, small group, or large group.

Lesson 9: Writing about the world: Reader Response Journals.

Objective	Students will write about what they are thinking while they are reading.
Materials	• *Scholastic News* or ReadWorks.org article • Reader Response Journals
Listening	Model the strategy while reading aloud (see Appendix M). Preview the non-fiction text features. Read the next portion of the book
Reading	Students read the next portion of the text. Hand out and review the Reader Response Journal form (see Appendix N1). Review what you said and wrote while you read aloud. Remind students to write what they think while they read.
Writing	Students write their reactions to the books in their response journals.
Speaking	Students can talk about what they have written in their response journals with a partner, small group, or large group.

Lesson 10: Connections to the world.

Objective	Students will write to convey ideas and information.
Materials	• *Brown Girl Dreaming by* Woodson, J. (2014) • Reader Response Journal (Appendix N2)
Listening	Read aloud a few poems from *Brown Girl Dreaming*. *Brown Girl Dreaming* is a collection of free verse poems that create a memoir of Jaqueline Woodson's childhood in 1960s and 1970s in both the North and the South. Tell the students, "Good readers are always trying to make connections from their reading to their lives, to other reading, or to the world. They sometimes stop while they are reading think about these connections. It is important to know what you are reading so that you do not get to the bottom of the page and wonder what it was about." During a read-aloud and discussion time, model how to write a journal entry. Be sure to write the title of the book, author, date of the journal entry, a brief summary of the book or portion of the book read, and a reflection of what you were thinking as you read. These can be connections to other books, to the world, or to yourself. They might also be questions, such as, "I wonder what the main character will

	do next? I wonder if the author had personal experience before she wrote this book?"
Writing	Work on a reflection journal entry together using a large sheet of chart paper or the white board. After giving students time for independent reading, ask them to use one of the journal formats to write a reflection of what they read. The entry should be 25% retell and 75% reflection.
Speaking	Volunteers may share their journal entries with the class. Alternately, pairs of students may share their journal entries with each other.
Reading	Students continue reading some of Jaqueline Woodson's poems, her other books, or other poetry books.

Fiction-based Literacy Lessons (11-20)

Lesson 11: Determining the central message of fables and folktales and relating it to our world.

Objective	Students will write about differing points of view.
Materials	• *The Wolf Who Cried Boy* by Hartman, B. (2002). • *The True Story of the Three Little Pigs* by Scieszka, J. (1989). • *The Stinky Cheese Man and Other Fairly Stupid*

	Tales by Scieszka, J. & Smith, L. (1992). • *Mufaro's Beautiful Daughters, An African Tale* by Steptoe, J. (1987). • *Lon Po Po, A Red Riding Hood Story from China* by Young, E. (1989). • Reader Response Journals
Listening	Read aloud one of the books suggested. Model what you are thinking as you read. Write down the big ideas from your "think aloud" on large chart paper. For example, take the side of the pigs in *The True Story of the Three Little Pigs* (see Appendix O1).
Speaking	Ask students to take the opposing side of the wolf. List their arguments on chart paper. Debate opposing sides for a real-life community or school issue, such as whether or not cursive should be taught in elementary school (see Appendix O2).
Writing	Students use their Reader Response Journals to write down why they are on the side they are on.
Reading	Students independently read another of the suggested books of alternate perspective. *The Stinky Cheese Man and Other Fairly Stupid Tales* is a collection of short stories that may be appropriate for students who are working toward developing stamina in their reading.

Lesson 12: Reading multiple perspectives in the world.

Objective	Students will think about themselves from multiple perspectives.
Materials	• *Suki's Kimono* by Uegaki, C. (2003). • Paper • Markers, crayons, or pencils in a variety of colors • Student computers (optional) • Reader Response Journals
Listening	Read aloud *Suki's Kimono.* On the board or SmartBoard, write your professional name and several other names you are called, such as your name, member of an organization, community member, or friend. Write and talk about each name, explaining the significance and how it affects your life.
Speaking	Students share their names with a small group, talking about the meanings of the different names.
Writing	Guide students to think about multiple perspectives people have of them, such as student, son or daughter, sister or brother, etc. Encourage them to write the different titles in different colors or using different fonts on a computer. Students answer questions in Reader Response Journals to

	questions such as these: *Who do people say that you are?* *Who do* you *say that you are?* *Why should we stop thinking about just one perspective of people's lives, such as the color of their skin or the street where they live?*
Reading	Children self-select books to read. Appropriate books are ones that students have passion and/or purpose to read. They should be able to read the books fluently and with 99% accuracy (see Appendix P for sample book list).

Lesson 13: Reading the world of poetry, part 1.

Objective	Students will read and respond to poems.
Materials	• "Autumn" by Emily Dickinson (Appendix Q1) • "Stopping by Woods on a Snowy Evening" by Robert Frost (Appendix Q2) • Reader Response Journals • Paper and colored pencils or crayons
Listening	Read the poem "Stopping by Woods on a Snowy Evening" aloud a few times. Ask students to read along with you.

Speaking	Facilitate a discussion, using questions such as What is one thing that pulls the author away from the woods? Why might the poet have repeated the line "and miles to go before I sleep"? What does the speaker most likely do at the end of the poem?
Writing	Students respond to the poem in Reader Response Journals. "What does the speaker most likely want to do? Use evidence from the text to support your answer.
Reading	Students read "Autumn" by Emily Dickinson in small groups, partners, or individually. Ask students to draw or write what they visualize as they read this poem (see Appendix R).

Lesson 14: Reading the world of poetry, part 2.

Objective	Students will read and respond to poems.
Materials	• "I Hear America Singing" by Walt Whitman • (Appendix S) • *I, Too, Am America* by Hughes, L. (1925) • Paper and crayons or colored pencils
Listening	Read "I Hear America Singing" aloud.

Speaking	Discuss the occupations mentioned in the poem. Clarify any vocabulary that students do not understand. Read the poem together.
Reading	Read aloud *I, Too, am America*. Encourage students to read more poems.
Writing	Use the illustrator's work as an example. Students can take another poem and make it into an illustrated picture book (see Appendix T).

Lesson 15: Reading the historical world.

Objective	Students will talk with peers about their reactions to text.
Materials	• *Henry's Freedom Box.* by Levine, E. (2007) • *Coretta Scott* by Shange, N. (2009) • *Drummer boy* by Turner, A. (1998) • *Follow the drinking gourd* by Winter, J. (1988) • Paper and pencils
Listening	Read aloud *Follow the Drinking Gourd*.
Speaking	Facilitate a class discussion about the Underground Railroad.
Writing	Read aloud *Henry's Freedom Box*. Students compare the two stories by writing some things that are the same in the two stories and writing some

	differences in the two stories. (see Appendix U).
Reading	Encourage students to read *Drummer Boy* or *Coretta Scott*, or another self-selected book.

Lesson 16: Reading the world through construction: Lego writing.

Objective	Students will write to convey ideas and information.
Materials	• *Woolbur* by Helakoski, L. (2008) • Legos • Paper and pencils
Listening	Read aloud *Woolbur*, the story of a sheep who does not want to follow the crowd. Stop when Woolbur is lying in bed trying to decide what to do: follow the crowd or be true to himself.
Speaking	Give students a small quantity of Legos. Working in groups, students use their Legos to create an ending for the story. Students talk to the class about how their Lego creation represents the ending of the book.
Writing	Students write the ending as they depicted it in their Lego creations.
Reading	Students choose another book to read independently. Appropriate books are ones that students have passion

	and/or purpose to read. They should be able to read the books fluently and with 99% accuracy (see Appendix V for sample book list).

Lesson 17: Reading the world: Target, bully, bystander, friend.

Objective	Students will use a multicultural picture book to learn about the world.
Materials	• *Those shoes* by Boelts, M. (2009) • Target, bully, bystander, friend chart (see Appendix W)
Listening	Read aloud *Those Shoes* to raise the social justice issue of poverty.
Speaking	Together identify who students see as the target, the bully, the bystander, and the friend. Students turn and talk to a partner before sharing with the whole group. Create a chart similar to the worksheet on the board (see Appendix W). Write the class answers on the chart. **Turn and Talk** Avoid having a few students dominate class discussions by posing questions that do not converge on one correct answer. Assign shoulder partners so that students can quickly turn and talk to their neighbor when prompted.

	Open-ended questions include: • What is the author saying? • What is the author not saying? • Which group is being represented in the story? • Is it a fair representation, or is it stereotyping? • What does the book remind you of in your own life? (see Appendix X)
Reading	Students read more books independently (see Appendix Y for sample book list).
Writing	Students fill out the worksheet in small groups. Instruct them to leave their completed worksheets at the learning center. Other children can look at how other groups responded. Have a class discussion why the answers are different.

Lesson 18: Reading the multicultural world, part 1.

Objective	Students will talk with peers about their reactions to text.
Materials	• *Morris Micklewhite and the tangerine dress* by Baldaccino, C. (2014). • Post-it note for each student • Reader Response Journals
Listening	Read aloud *Morris Micklewhite*. Draw two large, overlapping circles on the board. Label one *Boys* and the other *Girls*. Give each student a small Post-It note. Ask boys to write an activity that boys do on their Post-It notes. Ask girls to write an activity that girls do on their Post-It notes. Students place their Post-It notes on the appropriate circle.
Speaking	Facilitate a discussion about what girls do and what boys do. It is likely that many of the activities could belong in either circle. Move the Post-It notes that contain gender-neutral activities to the center circle, like a Venn diagram (see Appendix Z).
Writing	Students write their reactions to the books in their Reader

	Response Journals. Ask, "What can you say about activities for boys and activities for girls?" "What are some reasons boys and girls can do the same activities?" "How do you feel about playing with just boys or just girls?"
Reading	Students read more books independently. Appropriate books are ones that students have passion and/or purpose to read. They should be able to read the books fluently and with 99% accuracy (see Appendix AA).

Lesson 19: Reading the multicultural world, part 2.

Objective	Students will talk with peers about their reactions to text.
Materials	• *Maddi's frig* by Brandt, L. (2014). • Reader Response Journals
Listening	Use the mentor text *Maddi's Frig* or another mentor text that will raise children's awareness of hunger and poverty. Read the book aloud. Model what you are thinking while you read, stopping to wonder why the characters feel the way they do or connecting it to something in your own life.
Speaking	Facilitate a discussion using questions such as: "What issues do you notice in our community that are

	similar to those faced by Maddi, the character in the story?" "Does fair mean equal?" "What can we do make things more fair in our community?" "What solutions can you suggest to solve the problem?"
Writing	Students write their reactions to the books in their Reader Response Journals.
Reading	Provide a variety of picture books or children's news sources for independent reading about social issues facing children (see Appendix BB).

Lesson 20: Reading the multicultural world, part 3.

Objective	Students will talk with peers about their reactions to text.
Materials	• *In our mothers' house* by Polaaco, P. (2009). • Reader Response Journals
Listening	Read *In Our Mothers' House*, a story about a happy family with three adopted children and two mothers. Assign students take on the role of the main characters (see Appendix CC). Other students interview the character about the events of the story and their feelings about them.
Speaking	As a class, brainstorm ideas about what makes a family.

	Encourage students to share about their own families. Role play the scene at the block party. Students can act out how they would have responded if they were in the story. Ask, "Would you have stood up for the family?"
Writing	Students write their reactions to the books in their Reader Response Journals.
Reading	Read other books about different types of families (see Appendix DD).

Discussion

Throughout the development of the Summer Literacy Unit addressed in this paper, I have learned many valuable tenets that can be applied for effective literacy instruction in multiple contexts. I have learned that students are more likely to become proficient readers when they read voluntarily. Volume of reading is critical to reading success (McGill-Franzen et al., 2013). The single activity most consistently related to improved literacy scores is reading (Allington, et al., 2010). There are a few hurdles to overcome in the quest toward voluntary reading for elementary students. One possible obstacle is limited access to books (Neuman & Celano, 2001). Another difficulty is matching reader ability with appropriate text.

I have learned that elementary students need easy access to books (Allington, 2010) through a Summer Literacy Unit, a local library, or a bookmobile (Malach & Rutter, 2003). All the things teachers do during the school year can be undone if students do not read during the summer. For some students who struggle with reading comprehension, a thin cord tethers them to reading achievement. That thread can unravel through a summer without access to books. Schools need to make engaging books accessible. A bookmobile can provide access to books for many students.

Students need choice and guidance in choosing appropriate books. I have learned how important it is to match elementary students' ability to books with appropriate reading difficulty (Neuman & Celano, 2001; White et al., 2013; Zvoch & Stevens, 2012). Elementary students may require guidance in making appropriate book selections (Kim & Guryan, 2010).

Through the developmental processes of creating a Summer Literacy Unit, I have learned that the most important key is to find literature that will spark the interest of each student. One way of making reading a social activity is to have discussions about books and current issues relevant to students' lives (Cai, 2002). This can be done by providing opportunities for students to read a variety of fiction and non-fiction literature. Exposure to multicultural literature may spark an interest in sociopolitical issues and inspire some elementary students to read, write, and discuss those issues (Vasquez et al., 2013). Lively discussions with adults and other students may inspire students to find out more about a hot topic. Some students will enjoy writing responses to literature (Serafini, 2010).

I have learned that a Summer Literacy Unit is an opportunity for teachers to foster literacy behaviors for elementary students. Teachers need to support reading behaviors and provide opportunities to write and talk about literature. We need to read aloud daily to students of all ages to model our thinking, prosody, and to build excitement. Elementary students need constant encouragement to develop reading behaviors that lead to functional reading and reading enjoyment. Students who lack confidence in their reading ability need explicit instruction from teachers with backgrounds in literacy education. Summer is full of opportunities to help struggling readers become lovers of literature.

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White, T., Kim, J., Kingston, H., & Foster, L. (2013). Replicating the effects of a teacher-scaffolded voluntary summer reading program: The role of poverty. *Reading Research Quarterly, 49*(1), 5-30. doi:10.1002/rrq.62.

Whitman, W. (1867). I hear America singing. In H.W. Blodgett & S. Bradley (Ed) Leaves of grass: Comprehensive reader's edition. New York, NY: University Press.

Widler, L. (1932). *Dance at Grandpa's.* New York, NY: Scholastic.

Winter, J. (1988). *Follow the drinking gourd.* New York: Alfred A. Knopf, Inc.

Woodson, J. (2014). *Brown girl dreaming.* New York: Penguin Group.

Vasquez, V., Tate, S. & Harste, J. (2013). *Negotiating critical literacies with teachers*. New York: Routledge.

Venn, J. (1880). On the diagrammatic and mechanical representation of propositions and reasonings. *Philosophical Magazine and Journal of Science, 19*(59). Retrieved from http://www.combinatorics.org/files/Surveys/ds5/VennJohnEJC.html

Viorst, J. (1972). *Alexander and the terrible, horrible, no good, very bad day.* New York: Aladdin Books.

Yolen, J. (1987). *Owl moon.* New York, NY: Penguin Putnam Books for Young Readers.

Young, E. (1989). *Lon Po Po, a red riding hood story from China.* New York, NY: Scholastic.

Zvoch, K., & Stevens, J. (2012). Summer school effects in a randomized field trial. *Early Childhood Research Quarterly, 28,* 24-32.

Appendix A

National Council of Teachers of English Standards

The Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of text features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Appendix B

Materials List

- Notebooks to be used as Reader Response Journals
- Pencils
- Crayons or colored pencils
- Notebook paper
- 3 x 5 index card for each student
- Lego building blocks, 20-30 for each student in various sizes

Mentor Texts

Applegate, K. (2014). *The remarkable true story of Ivan, the shopping mall gorilla.* Boston: Clarion Books.

Baldaccino, C. (2014). *Morris Micklewhite and the tangerine dress.* Toronto: Groundwood Books.

Boelts, M. (2009) *Those shoes.* Somerville, MA: Candlewick Press

Brandt, L. (2014). *Maddi's frig.* Brooklyn, NY: Flashlight Press.

Hartman, B. (2002).*The wolf who cried boy.* New York: G.P. Putnam's Sons.

Helakoski, L. (2008). *Woolbur.* New York, NY: Harper Collins.

Hughes, L. (1925). *I, too, am America*. New York: Simon & Schuster.

Jenkins, S. (2004). *Hottest, coldest, highest, deepest.* Boston, MA: HMH Books for Young Readers.

Levine, E. (2007). *Henry's freedom box.* New York: Oxford University Press.

Maestro, B. (1986). *The story of the Statue of Liberty*. New York, NY: Harper Collins.

Polaaco, P. (2009). *In our mothers' house.* New York, NY: Philomel.

Roy, K. (2014) *Neighborhood sharks: Hunting with the great whites of California's Farallon Islands.*

Scieszka, J. (1989). *The true story of the three little pigs.* New York, NY: Scholastic.

Scieszka, J. & Smith, L. (1992). *The stinky cheese man and other fairly stupid tales.* New York, NY: Scholastic.

Shange, N. (2009). *Coretta Scott*. New York, NY: HarperCollins Children's Books.

Steptoe, J. (1987). *Mufaro's beautiful daughters, An African tale*. NewYork, NY: Scholastic.

Turner, A. (1998). *Drummer boy.* Harper Collins.

Uegaki, C. (2003). *Suki's Kimono*. Toronto: Kids Can Press. Ltd.

Winter, J. (1988). *Follow the drinking gourd.* New York: Alfred A. Knopf, Inc

Woodson, J. (2014). *Brown girl dreaming.* New York: Penguin Group.

Young, E. (1989). *Lon Po Po, a Red Riding Hood story from China.* New York, NY: Scholastic.

Current news source appropriate for age of students, such as *Scholastic News or* Local newspapers

- *Scholastic News: Cell Phones in School* (see Appendix E)
- Article: Meal & Grocery Planning/Budget (see Appendix J1)
- Article: Camping Food (see Appendix J2)
- Article: Is This "Camping" Food? (Appendix J3)

Poetry

- "Autumn" by Emily Dickinson (Appendix Q1)
- "Stopping by Woods on a Snowy Evening" by Robert Frost (Appendix Q2)
- "I Hear America Singing" by Walt Whitman

Student Book List

Adler, D. (2008). *Cam Jansen and the green school mystery*. New York, NY: Scholastic.

Bemelmans, L. (1939). *Madeline.* New York, NY: The Penguin Group.

Blos, J. (1987). *Old Henry.* New York, NY: William Morrow and Company.

Brett, J. (2013). *Cinders, a chicken Cinderellla.* New York, NY: The Penguin Group.

Brett, J. (1997). *The hat.* New York, NY: G.P. Putnam's Sons.

Brown, M. (1993). *Arthur's family vacation*. Boston, MA: Little, Brown, and Company.

Brown, M. (1996). *Arthur writes a story*. New York, NY: Scholastic.

Christopher, M. (1998*). The catcher's mask.* Boston, MA: Little, Brown and Company.

Cummings, T. (2014). *The notebook of doom: The pop of the bumpy mummy*. New York, NY: Scholastic.

DiCamillo, K. (2000). *Because of Winn-Dixie.* New York, NY: Scholastic.

Fain, M. (1996). *Snow day.* New York, NY: Walker and Company.

Fox, M. (1984). *Wilfred Gordon McDonald Partridge*. New York, NY: The Trumpet Club.

Isadora, R. (2003). *The little match girl*. New York, NY: Scholastic.

Joose, B. (1996). *I love you the purplest.* New York, NY: Scholastic.

Joose, B. (1991). *Mama, do you love me?* San Francisco, CA: Chronicle Books.

Kibuishi, K. (2008). *Amulet: The stonekeeper.* New York, NY: Scholastic.

Krosoczka, J. (2002). *Baghead.* New York, NY: Dragonfly Books.

Levine, E. (2007). *Henry's freedom box*. New York, NY: Scholastic.

McDonald, M. (2010). *Judy Moody, girl detective.* New York, NY: Scholastic.

McDonald, M. (1997). *Slop!* Golden, CO: Fulcrum Publishing.

Munsch, R. (1996). *Stephanie's ponytail.* Buffalo, NY: Annick Press Ltd.

Munsch, R. (1980). *The paper bag princess.* Buffalo, NY: Annick Press Ltd.

Munsch, R. (1985). *Thomas' snowsuit*. Buffalo, NY: Annick Press Ltd.

Palacio, R. (2012). *Wonder.* New York, NY: Random House Children's Books.

Park, L. (2010). *A long walk to water*. New York, NY: Houghton Mifflin.

Peirce, L. (2014). *Big Nate: Great minds think alike.* New York, NY: Scholastic, Inc.

Pilkey, D. (1996). *The paperboy.* New York, NY: Scholastic.

Polacco, P. (2014). *Clara and Dave.* New York, NY: Scholastic.

Radley, G. *Vanishing from forests and jungles*. Minneapolis, MN: Carolrhoda.

Richards, C. (2008). *Critter sitter.* New York, NY: Walker Publishing Co, Inc.

Roy, R. (2006). *A to Z mysteries: Detective camp.* New York, NY: Scholastic.

Rumford, J. (2008). *Silent music: A story of Baghdad*. New York, NY: Roaring Brook Press.

Rylant, C. (1987). *Henry and Mudge*. New York, NY: Simon & Schuster.

Sage, A. (1990). *Rumpelstiltskin.* Great Britain: A & C Black Publishers Ltd.

Shannon, D. (2000). *The rain came down.* New York, NY: The Blue Sky Press.

Shannon, D. (1998*). A bad case of stripes.* New York, NY: The Blue Sky Press.

Steward. S. (1997). *The gardener*. New York, NY: Scholastic.

Viorst, J. (1972). *Alexander and the terrible, horrible, no good, very bad day*. New York, NY: Aladdin Books.

Widler, L. (1932). *Dance at Grandpa's.* New York, NY: Scholastic.

Winter, J. (1992). *Follow the drinking gourd.* New York, NY: Dragonfly Books.

Yolen, J. (1987). *Owl moon.* New York, NY: Penguin Putnam Books for Young Readers.

Appendix C

Scholastic News Article: A *Titanic* Anniversary

Appendix D

Literacy Strategy Lesson Plan: Reader Response Journal (Serafini, 2010)

Objective/Benchmark: Students will write a response to their reading.

NCTE Standard:

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

A Titanic Anniversary

Thirty years ago this month, explorers made a famous deep-sea discovery. They found the wreck of the *Titanic* at the bottom of the Atlantic Ocean.

The *Titanic* was once the biggest ship in the world. When the ship first set sail on April 10, 1912, many people thought it was unsinkable. But on its way from England to New York City, the *Titanic* hit an iceberg and sank. More than 1,500 people died. News of the disaster shocked the world.

People searched for the sunken ship for years. On September 1, 1985, a team of explorers led by Robert Ballard finally found it. They used a deep-sea vehicle that had video cameras onboard.

The *Titanic* is too fragile to be raised from the ocean floor. But over the years, scientists have taken photos and videos of the wreck. Today, anyone can go online to see images of what remains of the *Titanic*.

An illustration of the sinking *Titanic*

Word to Know
fragile: easily broken

COVER: BRIAN KURICKI (GLASS FROG); PAGE 3: BRIAN KURICKI (GLASS FROG ON TREE, GLASS FROG BELLY); ARMANDO GALLO / CORBIS; HERBERT THE FROG MEMORABILIA COLLECTION / ART RESOURCE; (TITANIC SINKING); COURTESY OF THE BAHEL FAMILY (ARCHAL BAHEL); COURTESY OF THE FORBES FAMILY

Find It!

MINI-LESSON: Context Clues

Context clues are hints about a word's meaning in a sentence. They can come before or after the word. Underline a context clue for the word *images* in "A Titanic Anniversary."

Materials Needed:

Literature:
Scholastic News article, "The Titanic" (see Appendix B)

Main Lesson Development:

Launch:

Readers write about what they have read. It is a way to keep track of what you read and make connections to your own life or to other things you have read.

"I am going to model one type of reader response journal entry after we read this news article.

"I will write on the board an example of what your reader response journal will look like. First I will write the date and the title of the article, *The Titanic*."

Explore:

Read the article aloud.

"Next I am going to write a short summary of the article."

The Titanic *was thought to be unsinkable when it set sail from England to the United States in 1912. But it sunk and 1500 people died. People spend a long time looking for it. Thirty years ago, in 1985, underwater cameras found it. It can't be raised up, but they can take pictures and videos of it.*

"Next I will write what I think about that:"

I have heard of the Titanic. *I wish I could see it. It is really sad that so many people dies. I wonder how they found it after all those years. It must have been hard to figure out*

where in the ocean it sank. Then, I think it was dark down in the ocean, so it was probably hard to find.

Share:

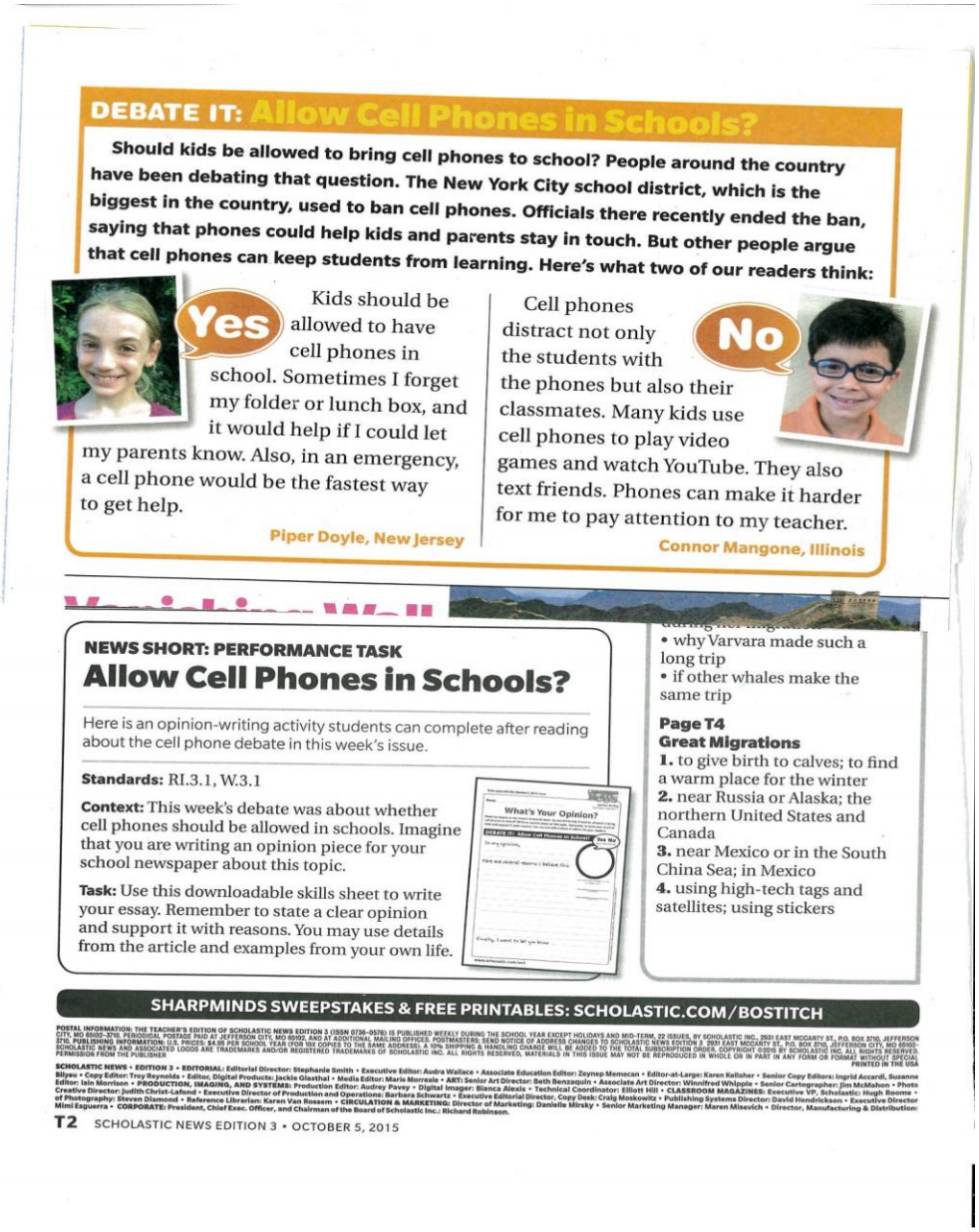
I will call on 2-4 students to share their reader response journals with the class.

Summarize:

"After you read an article, write 3 or 4 sentences to help you remember what they article was about. Then write down what you were thinking as you read. Keep a journal of the things you read. Write in your reader response journal every day."

Appendix E

Scholastic News Article: Cell Phones in Schools



DEBATE IT: Allow Cell Phones in Schools?

Should kids be allowed to bring cell phones to school? People around the country have been debating that question. The New York City school district, which is the biggest in the country, used to ban cell phones. Officials there recently ended the ban, saying that phones could help kids and parents stay in touch. But other people argue that cell phones can keep students from learning. Here's what two of our readers think:

Yes

Kids should be allowed to have cell phones in school. Sometimes I forget my folder or lunch box, and it would help if I could let my parents know. Also, in an emergency, a cell phone would be the fastest way to get help.

Piper Doyle, New Jersey

No

Cell phones distract not only the students with the phones but also their classmates. Many kids use cell phones to play video games and watch YouTube. They also text friends. Phones can make it harder for me to pay attention to my teacher.

Connor Mangone, Illinois

NEWS SHORT: PERFORMANCE TASK

Allow Cell Phones in Schools?

Here is an opinion-writing activity students can complete after reading about the cell phone debate in this week's issue.

Standards: RI.3.1, W.3.1

Context: This week's debate was about whether cell phones should be allowed in schools. Imagine that you are writing an opinion piece for your school newspaper about this topic.

Task: Use this downloadable skills sheet to write your essay. Remember to state a clear opinion and support it with reasons. You may use details from the article and examples from your own life.

What's Your Opinion?

- why Varvara made such a long trip
- if other whales make the same trip

Page T4
Great Migrations

1. to give birth to calves; to find a warm place for the winter
2. near Russia or Alaska; the northern United States and Canada
3. near Mexico or in the South China Sea; in Mexico
4. using high-tech tags and satellites; using stickers

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Appendix F

Literacy Strategy Lesson Plan: Fishbowl (Facing History and Ourselves, 2015)

1. Choose a topic that does not have one clear answer. In our example, students have just read an article that questions the value of cell phones being allowed in

schools. In the fishbowl discussion, students will discuss their feelings on the subject of cell phones in school.

2. Arrange half the students' chairs in a circle. The rest of the students stand outside the circle.
3. Ask the students if they think students should be allowed to carry cell phones in school. Why or why not? Students sitting on the chairs inside fishbowl are allowed to give their opinions. Students outside the circle only observe the conversation.
4. Students on the outside of the circle may enter the fishbowl discussion by tapping on a student on the inside of the circle. The students then switch places. Be sure the students understand the rules before beginning the discussion.
5. After the discussion, spend a few minutes debriefing. Help students summarize the main points raised without giving your own opinion of the topic. Students may also evaluate themselves as participants and listeners.

Appendix G

Literacy Strategy Lesson Plan: KWL (Ogle, 1986)

Graphic organizers can help children organize their thoughts as they read. Being able to organize thoughts is a reading strategy that moves children beyond decoding and into metacognition. Some graphic organizers that can be used with third grade students include KWL charts. In a KWL chart, the K stands for prior Knowledge the student has about a topic. W indicates what the student Wants to learn about the topic. It is vital that students see a purpose for reading. After reading, students complete the KWL chart by listing what they have Learned under the L column.

K	**W**	**L**
What I **Know**	What I **Want** to Know	What I **Learned**

Appendix H1

Literacy Strategy Lesson Plan: Writing a Letter (ReadWriteThink, 2010)

Objective/Benchmark: Students will write a response to a local issue.

NCTE Standard:

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Main Lesson Development:

Launch:

"What are some things you think we need to change in our school or community to make things better for people?"

Expect answers from painting lines for fair football games at recess to food drives for underprivileged people in the community, and many things in between.

Explore:

"Who can help us make a difference?"

"How should we communicate with person?"

"Let's write a letter together to practice the format."

- Demonstrate where the date, greeting, and first paragraph belong in a friendly letter.
- State your idea clearly in the first paragraph. Explain why it is a problem.
- Offer your suggestion for a solution to the problem in your second paragraph.

- Thank the recipient for his/her time.
- The closing goes here.
- Sign your name.

Share:

I will ask 2-4 students to read their letters aloud to the class.

Summarize:

“Writing a letter is one way to communicate your ideas with another person.”

Appendix H2

Literacy Strategy Lesson Plan: Quotable Quotes (Vasquez et al., 2013)

Objective/Benchmark: Students will read and deepen understanding of non-fiction text.

NCTE Standard:

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Main Lesson Development:

Launch:

- "Today I will provide you with an article to read. I will also give you a 3 x 5 index card. Please find one quote you find interesting in the article. Write it on the index card."
- "On the back of the card, write your reaction to that quote. What do you have to say about that?"

Explore:

- Collect the cards. Read one card at a time. After reading the card, students discuss it in small groups.
- "What do you think of that quote?"
- After a few minutes of discussion, turn the card over and read the back.

Share:

I will ask 2-4 students to read their quotes aloud to the class.

Appendix I

Sample Book List

Brett, J. (1997). *The hat.* New York, NY: G.P. Putnam's Sons.

Brown, M. (1993). *Arthur's family vacation*. Boston, MA: Little, Brown, and Company.

Kibuishi, K. (2008). *Amulet: The stonekeeper.* New York, NY: Scholastic.

Peirce, L. (2014). *Big Nate: Great minds think alike.* New York, NY: Scholastic, Inc.

Radley, G. *Vanishing from forests and jungles*. Minneapolis, MN: Carolrhoda.

Roy, R. (2006). *A to Z mysteries: Detective camp.* New York, NY: Scholastic.

Appendix J1

Meal & Grocery Planning Sheet (Teacher Synergy Inc., 2015)

...Meal & Grocery Planning/Budget...

Each person from your group is going to be responsible for either breakfast, lunch, or dinner. You will create your meal plan for an entire day and then select **ONE** of the meals from your meal planning sheet to prepare. First, you will choose the one meal you want to make, then list **ALL** of the ingredients and quantity you need, and finally you will find the prices of each ingredient.

Here is an example of the meal I am planning to make for dinner- tacos! Tacos would be pretty difficult to make while camping if you think of all of the different components you need, but I am making a special version of tacos common for camping called "walking tacos". There are many different variations, but here is how I like them.

Before you go camping you will need to cook the taco meat with the seasoning so when you are at your campsite all you have to do is heat it up in a skillet over the fire. After you heat up the taco meat over the campfire, you will open the small bags of doritos and scoop in some taco meat. Then add your toppings such as cheese, sour cream, lettuce, tomatoes, and enjoy with a spoon or fork.

Walking Taco Ingredients & quantities for 4 people

- Nacho cheese doritos- 8 small individual bags
- ground beef for taco meat- one pound
- taco seasoning- 1 pack (cook with meat)
- Shredded cheese- 1- 16oz. bag of shredded cheese
- 3 tomatoes, 1 bag of shredded lettuce
- Plastic spoons or forks- 1 pack of mixed utensils

CCSS: RI.3.1, RI.4.1

Appendix J2

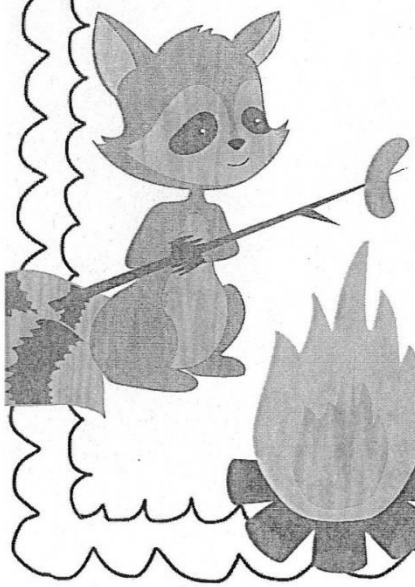
Camping Food Article (Teacher Synergy Inc., 2015)

CCSS: RI.3.1, RI.4.1

...Camping Food...

So you have all of your gear & supplies. Now you are ready to start planning the specifics of your camping trip! First, you need to decide what you will eat and then create a menu. From your menu, you will figure out and purchase the groceries you need in order to make each meal you have planned. For example, what are all of the ingredients you need to make pancakes and bacon for breakfast?

Camping meals need to be simple, yet delicious. Remember, you do not have access to a microwave or oven to heat up your food, and you also don't have a refrigerator to keep things cool. You will use a campfire or small electric stove for heat, and coolers with ice to keep food and drinks cold for several days.

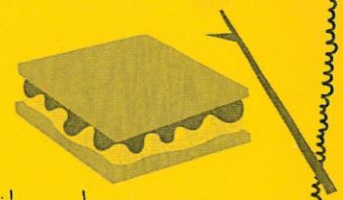


As you can see, camping takes a great deal of planning ahead of time. When you are camping, there is usually not a grocery store in the area. If you forget something or don't bring planned out meals with you, you would spend very little time enjoying nature and would be driving maybe 30mins-1 hour just to find something to eat. In order to maximize your time in nature, it is best to thoroughly plan and prepare your meals ahead of time.

Appendix J3

Feasibility of Camping Food (Teacher Synergy Inc., 2015)

Is this "camping" food?



Simplicity is the key to good camping food. Since you are going to be planning a menu for you and your fellow campers, let's see if you can decipher if some of our favorite meals are good choices for camping. Circle yes or no for each of the following meal ideas. On the lines below, justify why you think it would or would not be a good idea.

Spaghetti with meatballs: yes / no because _____

_____

Pizza: yes / no because _____

_____

Hot Dogs & Brats: yes / no because _____

_____

Grilled Chicken & Potatoes: yes / no because _____

_____

Meatloaf & Corn: yes / no because _____

_____

CCSS: W.3.1, W.4.1

Appendix K

Scholastic News Article

A Rainforest Find

The new frog looks like Kermit the Frog.

One night a few years ago, two scientists were exploring a rainforest in Costa Rica. Suddenly, they heard a loud buzzing noise. They shined their flashlights on the creature making the noise. It was a tiny frog!

The frog had huge white eyes and bright-green coloring, like Kermit the Frog. It had other interesting features too. For example, the skin on its belly was so clear that the scientists could see its insides.

Because it had clear skin, the scientists knew it was a type of glass frog (see sidebar). But they didn't recognize this type from their **research**. "We were excited," says scientist Brian Kubicki. "We had a feeling this was a **species** that was new to science."

In the Lab

Over time, the scientists found six of these frogs. They compared them with other glass frogs. They even used a computer to compare the noises the frogs made with the sounds of other frogs. This year, the scientists proved that they had found a new species. They named it Diane's bare-hearted glass frog, after Kubicki's mom.

Words to Know

research: the study of a subject
species: type of animal or plant
amphibians: animals that begin life in the water and move onto land as adults

More to Learn

Finding a new species is not that unusual. Each year, scientists discover about 15,000 of them. Many are in rainforests and other spots that can be hard to explore.

Kubicki is now back in the forest, hoping to find other new **amphibians**. He says it's important to learn about all of Earth's animals. That way, people can help them and their habitats. "We can't protect what we don't understand," he says.

Actual size of the new frog!

Glass Frogs

Frogs with clear or white skin on their bellies are known as glass frogs. The reason for the special skin is a mystery. There are 150 known species of glass frogs in the world.

Appendix L

Literacy Strategy Lesson**:** Marking Text (AVID)

Objective/Benchmark: Students will expand their understanding of non-fiction text by marking parts of the text that are new or interesting to them.

NCTE Standard:

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of text features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Materials:

Literacy: A Rainforest Find article from *Scholastic News* (see Appendix J).

Main Lesson Development:

Launch:

"One way readers keep track of what they are reading is by marking the text. These are some marks I like to use when I read.

"I underline the parts I find the most interesting, the sentences that really tell what the author is trying to say.

"I put a *?* in the margin next to parts that are confusing to me. I might have to read those parts again or ask someone to help me understand what they author is saying.

"I circle new or interesting words. I use the context clues to figure out what the words mean."

Explore:

“Use the key I gave you (underline interesting parts, *?* confusing parts, and circle unknown words) as you read the article, ‘A Rainforest Find.’”

Share:

I will ask 2-4 students to read parts of the text that they marked aloud to the class.

Summarize:

“Good readers mark the text they are reading as a way to keep track of the new and interesting parts.”

Appendix M

Literacy Strategy Lesson: Reader Response Journal (Serafini, 2010)

Objective/Benchmark: Students will write a response to their reading.

NCTE Standard:

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Materials Needed:

Literature:
Scholastic News article

Reader Response Journal Template (see Appendix M1).

Main Lesson Development:

Launch:

One thing that readers do to help them make sense of what they read is write.

Explore:

"After you read your chosen article from Scholastic News, write about what you read.

"This is a form to help you organize your thoughts. First write your name and the title of the article."

"Text-to-Self Connections are things in your life that you can connect to the text."

"Have you heard of this before? Have you been to the place in the article?"

"Text-to-Text Connections are connections you make between this article and other books or articles you have read on this subject. Does this sound like information you know from another source? Is there anything new or different in this article?"

"Things I Wondered About is a place for you to record things that were confusing or especially interesting. Write down any questions you still have about the topic."

"Anything Else I Need to Share is a place for you to add any other thoughts you have about the article."

"Things I Noticed in the Text or Illustrations is where you can use your ability to gain information from the illustrations and text to form your own ideas about the topic."

Share:

I will call on 2-4 students to share their reader response journals with the class.

Summarize:

"Writing is one way to organize your thoughts about a news article."

Appendix N1

Reader Response Log (Serafini, 2010)

Title:

Text-to-self Connections:

Text-to-text Connections:

Things I Wondered About:

Anything Else I Need to Share:

Things I Noticed in the Text or Illustrations:

Appendix N2

Reader Response Notebook Form (Serafini, 2010)

Retell and React Reader

Response Notebook Format

Title:

Author/Illustrator:

Genre:

Retell (25%)

React (75%)

Appendix O1

Literacy Strategy Lesson Plan**:** Think Aloud (Lysaker, 2011)

Objective/Benchmark:

Students will be aware of their thoughts as they are reading.

NCTE Standard:

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Materials Needed:

Literature: *The True Story of the Three Little Pigs by A. Wolf*

Main Lesson Development:

Launch:

"Readers use all their best reading strategies to think about more than words when they are reading. Good readers think about what they author is trying to tell the reader. Often, you can connect it with something else you have read or something that has happened to you or someone you know."

Explore:

- "I want to let you get a peek into my thoughts as I read."
- "The big bad wolf says he had a cold. I still do not believe him. He walked right into the house. That is bad manners. Only a bad wolf would do that."
- "The wolf had already eaten two pigs. I do not believe his story that he was only looking out for his granny."

Questions:

"Whose story do you believe?"

"What things does the big bad wolf do that make you believe his story?"

"What things do the little pigs do and say that make you believe their story?"

Discussion

Chose a book from the list. Stop after one or two pages. Think about what you are thinking about. Does it sound like anything you have read before? Does it connect with anything else in your life?

Share:

I will choose 2-4 students to share what they were thinking as they read their own books. They will tell the rest of the class about their thoughts.

Summarize

"Good readers try to connect with the text. They stop if they need to think about what they have read."

Appendix O2

Literacy Strategy Lesson: Debate It (*Scholastic News*)

Objective/Benchmark:

Students will learn that people have different opinions.

Students will be able to expand and defend their own ideas.

NCTE Standard:

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Main Lesson Development:

Launch:

"Do you think cursive writing should be taught in elementary school? Spend a few minutes. Write down your opinion."

Explore:

"Write as many reasons as you can to support your opinion."

"Those who think cursive writing should be taught in elementary school, go to the right side of the classroom. Those who do not think cursive should be taught in elementary school, go to the left side of the classroom."

Share:

"Someone on the support of cursive writing, tell the reason you think it should be taught."

"Someone opposed give your reason."

Alternate sides of the topic, calling on children to speak.

As students get accustomed to the format, the teacher takes a quieter role in the debate. Students may be able to converse back and forth without being called on.

Summarize

"Listening and speaking help us learn about new ideas and use evidence to support our own ideas."

Appendix P

Sample Book List

Adler, D. (2008). *Cam Jansen and the green school mystery.* New York, NY: Scholastic.

Bemelmans, L. (1939). *Madeline.* New York, NY: The Penguin Group.

Blos, J. (1987). *Old Henry.* New York, NY: William Morrow and Company.

McDonald. M. (2010). *Judy Moody, girl detective.* New York, NY: Scholastic.

Munsch, R. (1980). *The paper bag princess.* Buffalo, NY: Annick Press Ltd.

Pilkey, D. (1996). *The paperboy.* New York, NY: Scholastic.

Appendix Q1

ReadWorks.org Autumn

Autumn

By Emily Dickinson

The morns are meeker than they were,
The nuts are getting brown;
The berry's cheek is plumper,
The rose is out of town.

The maple wears a gayer scarf,
The field a scarlet gown.
Lest I should be old-fashioned,
I'll put a trinket on.

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Dickinson Poetry (Dickinson, 1896. Retrieved from ReadWorks.org)

Appendix

Appendix Q2

Frost Poetry (Frost, 1923. Retrieved from ReadWorks.org)

Stopping by Woods on a Snowy Evening

By Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

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Appendix R

Literacy Strategy Lesson: Visualizing (McLaughlin & Allen, 2002)

Objective/Benchmark:

Students will focus on the message of a poem.

NCTE Standard:

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of text features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Materials Needed:

Literature: Autumn by Emily Dickinson (see Appendix Q1).

Main Lesson Development:

Launch:

"Good readers make pictures in their minds while they are reading or being read to. It helps you really understand what the author is trying to tell you about characters and setting."

Explore:

"Today while you are reading Emily Dickinson's poem, 'Autumn,' try to imagine the setting. When you are finished reading, use your crayons or colored pencils to draw what you were imagining in your mind while you were reading."

Share:

I will call on 2-4 students to share their illustrations of the poem.

Summarize:

"Making pictures in your mind keeps you focused on your reading."

Appendix S

Whitman Poetry (Whitman, 1966. Retrieved from ReadWorks.org)

Appendix T

I Hear America Singing

Walt Whitman, 1819 - 1892

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The wood-cutter's song, the ploughboy's on his way in the morning, or at noon intermission or at sundown,
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none else,
The day what belongs to the day—at night the party of young fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

Literacy Strategy Lesson: Illustrate a Picture Book (Cappiello, 2012)

Objective/Benchmark: Students will explore and illustrate poetry.

NCTE Standard:

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.

Materials Needed:

Technology: www.GigglePoetry.com

Main Lesson Development:

Launch:

"Bryan Collier took a poem written by Langston Hughes and turned it into a picture book. Bryan Collier never met Langston Hughes. He used his own imagination to interpret the poem 'I, Too, am America.' He chose one way to illustrate the characters that Langston Hughes might have written about.

"I want you to find a poem to read. You may use or any poetry book. Read some poems."

Questions:

- What are you thinking about when you read them?
- Can you make pictures in your imagination while you are reading?

Explore:

"Draw illustrations for each page to show what you imagine the author is saying with this poem.

“Find a poem for which you can easily visualize characters and setting.

“Using several sheets of paper, write one or two lines of the poem on each sheet of paper. “These will become the pages of your illustrated poetry book.”

Share:

Students will share their picture books with small groups of 2-4 children.

Summarize

“Illustrating a poem can help you make pictures in your mind. These pictures can help you comprehend the poet’s message,”

Appendix U

Literacy Strategy Lesson Plan – Comparing Two Books (ReadWriteThink.org)

Use interactive read aloud (Portland Public Schools, Portland, OR. http://www.pps.k12.or.us/departments/curriculum/8519.htm).

Teacher reads aloud *Follow the Drinking Gourd* by Jeanette Winter. Students and teacher re-read the text while stopping to respond to and discuss the questions. A variety of discussion formats may be used: whole-group discussion, independent written responses, or Think, Pair, Share (see Appendix X). Questions for discussion are outlined below.

p. 6-7 Infer As a good reader, I infer to understand the story. I read that Joe taught the slaves the drinking gourd song. Then he slipped away to work for another master to teach the song to other slaves. I can infer that Joe was using the words of his song to teach the slaves how to escape.
p. 10-12 Draw Conclusions Good readers use details from the story and what they already to know to draw conclusions. Molly and James looked out at the sky as they sang the drinking gourd song. The illustration shows the Big Dipper constellation. All these details together make me think the song is telling the slaves to follow the stars to freedom in the North.
p. 14-15 Predict As a good reader, I am always wondering what will happen next. Turn and talk to the

person sitting next to you. What do you wonder? What do you predict will happen?
p. 16-17 Visualize What picture do you make in your mind when you read about the signs that marked the trail? Draw a picture of your vision.
p. 26 Draw Conclusion How did Joe know where to find his friends? Talk to a neighbor before we talk as a class.
p. 33-38 Ask questions Why did Molly and James have to stop at so many houses? What dangers were there for Molly and James? What dangers were there for the people who let them stay at their houses? What would you do if Joe asked you to help people like Molly and Joe?

Students read *Henry's Freedom Box* by Ellen Levine independently.

- "Write what was same about the books."
- "Write what was different about the books."

Appendix V

Sample Book List

Brett, J. (2013). *Cinders, A Chicken Cinderellla.* New York, NY: The Penguin Group.

Cummings, T. (2014). *The notebook of doom: The pop of the bumpy mummy.* New York, NY: Scholastic.

McDonald, M. (1997). *Slop!* Golden, CO: Fulcrum Publishing.

Munsch, R. (1985). *Thomas' snowsuit*. Buffalo, NY: Annick Press Ltd.

Sage, A. (1990). *Rumpelstiltskin.* Great Britain: A & C Black Publishers Ltd.

Shannon, D. (2000). *The rain came down.* New York, NY: The Blue Sky Press.

Yolen, J. (1987). *Owl moon.* New York, NY: Penguin Putnam Books for Young Readers.

Appendix W

Target, Bully, Bystander, Friend (Vasquez et al., 2013)

"Write the names of the characters you believe to be the target, the bully, the bystander, and the friend in books you have read. List some of the things the character does and says that makes you think he or she belongs in that category. Add more characters from other books you read."

	Target	Bully	Bystander	Friend
Those Shoes By M. Boelts				
Title: Author:				
Title: Author:				

Appendix X

Literacy Strategy Lesson: Turn and Talk (Stanulis, 2013)

Objective/Benchmark: Students will use discussion strategies to aid comprehension.

NCTE Standard:

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Materials Needed:

Literature: *Those Shoes* by M. Boelts

Main Lesson Development:

Launch:

"I am going to assign you a shoulder partner. This is the person whose shoulder is closest to yours. When I ask you to turn and talk, turn to this person and talk about the answer to the question I ask."

Explore:

- "Why did all the kids keep getting the same kind of shoes?" Turn and talk to your neighbor.
- "What would you do if you had to wear the Velcro shoes like Jeremy did?" Turn and talk to your neighbor.

Summarize:

Discussing literature can help you think about what the author is saying.

Appendix Y

Sample Book list

Christopher, M. (1998*). The catcher's mask.* Boston, MA: Little, Brown and Company.

Fain, M. (1996). *Snow day.* New York, NY: Walker and Company.

Fox, M. (1984). *Wilfred Gordon McDonald Partridge*. New York, NY: The Trumpet Club.

Munsch, R. (1996). *Stephanie's ponytail.* Buffalo, NY: Annick Press Ltd.

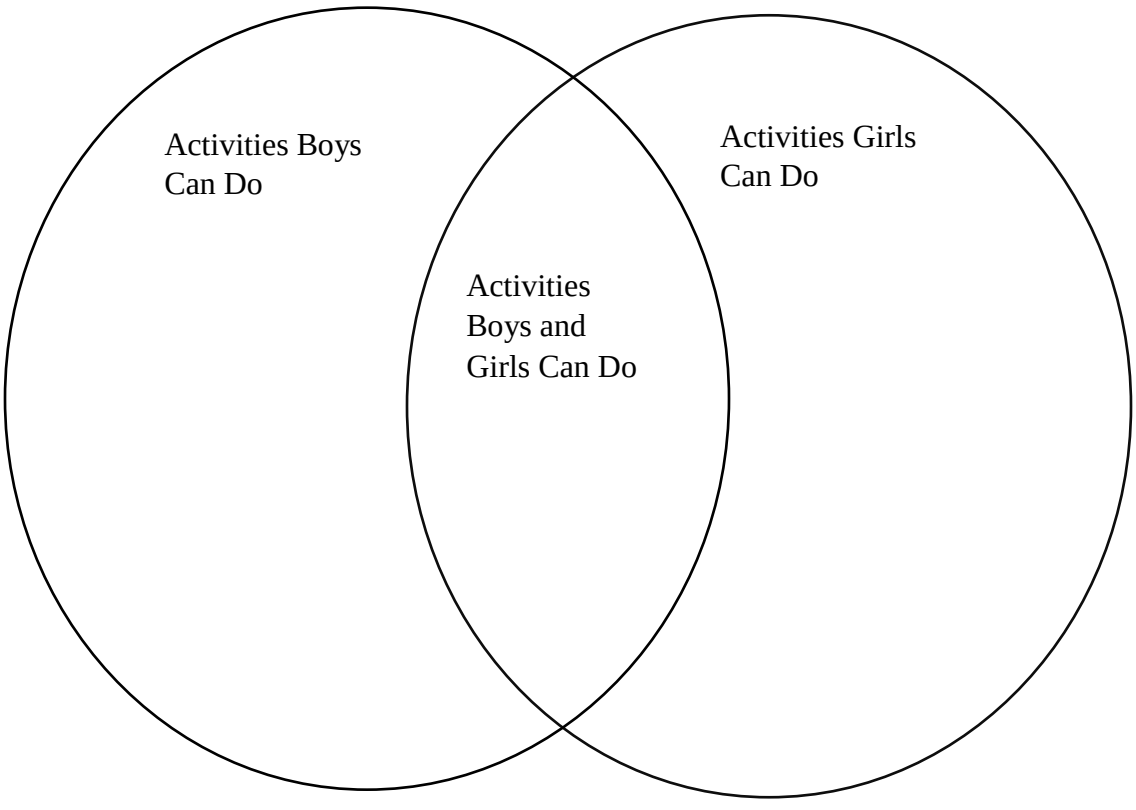
Rumford, J. (2008). *Silent music: A story of Baghdad*. New York, NY: Roaring Brook Press.

Appendix Z

Literacy Strategy Lesson Plan – Using Venn Diagrams (Venn, 1880)

1. Draw the Venn diagram on the board as shown below.
2. Give each child a sticky note.
3. Instruct the boys to write an activity that boys can do on their sticky notes.
4. Instruct the girls to break an activity that girls can do on their sticky notes.
5. Invite students to place sticky notes on appropriate part of the circle.
6. After discussion, invite children to move their sticky notes if they now think the activity they wrote could go in the center circle, something both boys and girls can do.

Activities that Children Can Do



Appendix AA

Sample Book List

Brown, M. (1996). *Arthur writes a story*. New York, NY: Scholastic.

Krosoczka, J. (2002). *Baghead.* New York, NY: Dragonfly Books.

Richards, C. (2008). *Critter sitter.* New York, NY: Walker Publishing Co, Inc.

Shannon, D. (1998*). A bad case of stripes.* New York, NY: The Blue Sky Press.

Widler, L. (1932). *Dance at Grandpa's.* New York, NY: Scholastic.

Appendix BB

Sample Book list

Bunting, E. (1991). *Fly away home.* New York, NY: Houghton Mifflin Company.

Isadora, R. (1987). *The little match girl.* New York, NY: Scholastic.

Klise, K. & Klise, M. (2010). *Stand straight, Ella Kate.* New York, NY: The Penguin Group.

Palacio, R. (2012). *Wonder.* New York, NY: Random House Children's Books.

Rylant, C. (1987). *Henry and Mudge*. New York, NY: Simon & Schuster.

Appendix CC

Literacy Strategy Lesson: Acting Out a Scene and Role Playing (Christie, 2014)

Objective/Benchmark: Students will use drama to demonstrate understanding of text.

NCTE Standard:

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Materials Needed:

Literature: *In Our Mothers' House* by Patricia Polacco

Main Lesson Development:

Launch:

"There is a block party scene in *In Our Mothers' House*. One neighbor does not want the family with two mothers to join the party. The neighbor verbally attacks Marmee and Meema. Other neighbors comfort the family and explain to the children that sometimes people are not very accepting."

Explore:

"Imagine that you are at the block party. Think about how you would respond to the family with two mothers."

- "How would you react when the neighbor yells at them? Would you stand up for the family?"

"Let's pretend we are at the block party.

"Do I have any volunteers to pretend to be the children in my family?

"I will play the role of the critical neighbor. The rest of you can pretend that you are at the block party."

- "What will you say to me as the neighbor? What will you say to the children in the family with two mothers?"

Share:

I will ask students to share how they felt when they were playing the different roles.

Summarize:

"You can learn more about a character by showing what the character would likely say and do in a situation."

Appendix DD

Sample Book List

DiCamillo, K. (2000). *Because of Winn-Dixie.* New York, NY: Scholastic.

Joose, B. (1991). *Mama, do you love me?* San Francisco, CA: Chronicle Books.

Joose, B. (1996). *I love you the purplest.* New York, NY: Scholastic.

Park, L. (2010). *A long walk to water*. New York, NY: Houghton Mifflin.

Polacco, P. (2014). *Clara and Dave.* New York, NY: Scholastic.

Steward, S. (1997). *The Gardener.* New York, NY: Scholastic.

Viorst, J. (1972). *Alexander and the terrible, horrible, no good, very bad day*. New York, NY: Aladdin Books.